


SAS® EVAAS®

ROSTER VERIFICATION SAMPLE SCENARIOS

SPRING SEMESTER 2013-2014

The examples in this document are provided as a guide for teachers in completing the **Student + Teacher Assignment** and **Your % of Instruction** columns in the Roster Verification process. Section 1 focuses on **Student + Teacher Assignment** and Section 2 on **Your % of Instruction**.

<div> <div>+ Add Student</div> <div>✕ Remove Student</div> </div>						
	Student	Student ID	Instructional Responsibility			Edits
			Student + Teacher Assignment	Your % of Instruction	Total	
1	Mark Jones	1234	100 %	50 %	50.0%	
2	Ashley Smith	9876	100 %	100 %	100.0%	

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Section 1: Student + Teacher Assignment

Instructional Responsibility		
Student + Teacher Assignment	Your % of Instruction	Total

Column one in Roster Verification is titled **Student + Teacher Assignment**, which is the percentage of the school year or semester when the student is enrolled in the teacher's class or assigned to his/her caseload.

This year, EVAAS is providing the information for **Student + Teacher Assignment** for all teachers who have a roster generated through the data pulled from PowerSchool. The field will fill with the percentage of the year that the student was enrolled in the teacher's class. This includes most regular classroom teachers and some instructional support teachers, and for those teachers, they will not need to enter data in this field. In the event that the percentage appears incorrectly, the field is editable.

Teachers without class rosters in PowerSchool will need to create rosters in EVAAS in order to complete Roster Verification. This is particularly true for some support teachers such as Academically or Intellectually Gifted (AIG), Exceptional Children (EC), English as a Second Language (ESL), and reading and math specialists. If a teacher needs to create a roster, the teacher may need to edit the percentage of the year that the student was enrolled in his or her class or on his or her caseload in this field.

We have provided tables to assist teachers with the information needed to enter the correct percentage into the **Student + Teacher Assignment** field. To figure out the % of the year the student has been assigned to a teacher, the teacher will need to note the day of the school year the student was enrolled or began receiving services from the teacher. For example, if the student started school on the 10th day of school in a 185-day calendar, the teacher would look at the chart, find day 10 and enter 95% in the **Student + Teacher Assignment** field.

Student + Teacher Assignment Worksheet

Year-long

Day in 185-day School Year	Student + Teacher Assignment	Day in 180-day School Year	Student + Teacher Assignment
1	100%	1	100%
2	99%	2	99%
3	99%	3	99%
4	98%	4	98%
5	98%	5	98%
6	97%	6	97%
7	97%	7	97%
8	96%	8	96%
9	96%	9	96%
10	95%	10	95%
11	95%	11	94%
12	94%	12	94%

These worksheets will be helpful in identifying the percentage of the school year a teacher and student were assigned to each other in situations such as:

- a teacher who began teaching in the district after the year had started
- a student who was identified for support services during the school year
- a student who moved from one teacher's class to another during the school year/semester

Worksheets for year-long and semester-long school calendars can be found on the [EVAAS](#) and [NCDPI Educator Effectiveness](#) websites. For year-long courses and grades/subjects, tables for 185 days and 180 days are available. For semester-long courses or grades/subjects, tables for 93 days and 90 days are available. If additional table configurations are needed, email the NCDPI at educatoreffectiveness@dpi.nc.gov.

The **Student + Teacher Assignment** column is only used for the purpose of indicating the percentage of the school year when students and teachers were assigned to each other. All other adjustments will be entered in the second column, **Your % of Instruction**.

Year-Long Career and Technical Education (CTE) Middle School Courses

Below are the guidelines for year-long middle school CTE teachers. Any reduction in instructional responsibility that occurred during the fall semester should not be captured in roster verification. Any pre- and post-exams administered during first semester are pilot data only and will not be used to determine teachers' Standard 6 ratings.

Scenario 1: New Student in a CTE Middle School course – arrived during the fall semester

A student receives 60 minutes of middle school CTE instruction from a CTE classroom teacher daily. The student arrived in the class in November and remained throughout the academic year.

Process: The teacher would calculate the percentage of instruction by only using the spring semester of the year-long course. In this scenario, the teacher would claim 100% Instructional Responsibility for this student because the student was in the class for the entire spring semester.

She enters 100% in **Student + Teacher Assignment**.

Scenario 2: New Student in a CTE Middle School course – arrived during the spring semester

A student receives 60 minutes of CTE instruction from a CTE classroom teacher daily. The student arrived in the class 9 weeks into the spring semester and remained throughout the academic year.

Process: The teacher would calculate the percentage of instruction by only using the spring semester of the year-long course. In this scenario, the teacher would calculate the total instructional time for the semester (60 minutes/day X 5 days/week X 18 weeks = 5400 total minutes of instruction available). The student began the class 9 weeks into the spring semester (60 minutes/day X 5 days/week X 9 weeks = 2700 total minutes of instruction for this student). The teacher would claim 50% Instructional Responsibility (2700 minutes / 5400 minutes total) for this student because he was in the class for part of the spring semester.

She enters 50% in **Student + Teacher Assignment**.

Note: The fall semester is not to be included when calculating Instructional Responsibility for year-long courses in CTE middle school.

Section 2: Your % of Instruction

Instructional Responsibility		
Student + Teacher Assignment	Your % of Instruction	Total

The examples/scenarios in this section include teaching situations when more than one teacher is claiming instructional responsibility for a student in a subject where an End-of-Grade assessment, End-of-Course assessment, Career and Technical Education assessment, NC Final Exam, or K-3 Checkpoints is given. This might involve regular classroom teachers and other teachers providing instruction such as AIG, EC, ESL, math and reading specialists in team teaching, co-teaching, push-in, or pull-out instructional situations. Also included in this section are examples of how to reflect approved extended teacher absences in Roster Verification.

In determining the **Your % of Instruction** field for each student in roster verification, a basic computation of each teacher’s **minutes responsible for instruction/minutes of total instruction possible** is used to determine the value in the field.

$$\text{Your \% of Instruction} = \frac{\text{Minutes responsible for instruction}}{\text{Minutes of total instruction possible}} = \text{Value entered in the roster}$$

- **Minutes responsible for instruction** is the total number of minutes that an individual teacher will claim as his/her part of the student’s instruction.
- **Minutes of total instruction possible** is the total number of minutes of instruction for the subject provided to the student. Depending on the number of teachers providing instruction to a student and the delivery schedule of the instruction, calculating the total minutes of instruction possible may be best calculated by the day, week, month, or year.

Each example/scenario begins with a description of the teaching situation and is followed by the process teachers would use for completing their calculation for Roster Verification.

Let’s begin with an example of two or more regular classroom teachers in a team-teaching situation.

Classroom Teachers Team-Teaching

Scenario 1: Classroom teachers departmentalizing for instruction

Two elementary school teachers team-teach. One teacher teaches all students reading/language arts; the other teacher teaches all students math.

Process: The Roster Verification lists are generated from data entered into PowerSchool. If some students are not included on the rosters, teachers should add students to their lists through add student in the Roster Verification application. The teacher teaching reading would claim 100% in the **Your % of Instruction** column on the reading roster and the teacher teaching math would claim 100% in the **Your % of Instruction** column on the math roster. The teachers would not complete a roster for the subject they do not teach and if one exists it should be deleted.

Scenario 2: Classroom teachers regrouping and teaching all students on a grade level

Three 6th grade math teachers team-teach. They share students throughout the year grouping and regrouping for instruction based on pre-testing at the beginning of units.

Process: Each of the three math teachers would list all of the 6th grade students on his/her roster and claim 33% of the responsibility for each student's math instruction in the **Your % of Instruction** column.

Classroom Teacher and Specialist Co-Teaching**Co-teaching Definition**

"Teachers collaborate on all instructional decisions and share all aspects of instruction for students in their class." (adapted from Friend, 2008)

In Roster Verification, if a teaching situation meets this definition, each teacher claims partial instructional responsibility for all of the students in the classroom.

Scenario: Co-teaching

An EC teacher* and a regular classroom teacher plan and implement instruction for all students in a Math I course.

Process: The classroom teacher will claim 50% for all of the students in the classroom. The EC teacher will create a roster with all students in the classroom and will claim 50% for all of the students in the classroom (not just those on her caseload) in the column called **Your % of Instruction**.

*Also applies to AIG, ESL, and other support teachers

Specialist Instructing Students in the Regular Education Classroom: Push-In**Push-in Definition**

Identified students receive additional instructional support provided by specialists within the regular classroom environment. The specialist(s) provide(s) instruction to specific students and may or may not engage with and/or assist other students.

For purposes of Roster Verification, if a teaching situation meets this definition, all teachers claim partial instructional responsibility for the identified students. The classroom teacher claims full instructional responsibility for students in her classroom who are not identified for additional support services in this content area.

Scenario: Push-In

An ESL teacher* and a regular classroom teacher provide instruction to a group of students within the English Language Arts classroom setting. The ESL teacher works with the students on her caseload and may engage other students in the classroom as well. However, the ESL teacher is not responsible for the planning and delivery of instruction to students not on her caseload.

Process: In Roster Verification, each teacher claims 50% for the students they share (the students in the classroom on the ESL teacher's caseload). The classroom teacher claims full instructional responsibility for students in her classroom who are not identified for ESL services in this content area.

*Also applies to AIG, EC, and other support teachers

Note: If the services provided by the specialist(s) support an area other than the content area being assessed with an assessment included in the Roster Verification Process, then Roster Verification is not needed.

Specialist Providing Additional Support outside the Regular Classroom: Pull-Out

Pull-out Definition

Identified students receive additional instructional support provided by specialists in a setting outside the regular classroom environment.

For purposes of Roster Verification, if a teaching situation meets this definition, teachers each claim partial instructional responsibility for those students identified as receiving services from the specialist(s). The classroom teacher claims full instructional responsibility for the other students in her classroom who do not receive additional instructional support.

Scenario: Pull-out

A student receives math instruction in the regular classroom setting. In addition, the AIG teacher* provides math instruction to the student outside of the regular classroom setting.

Process: The first step in calculating the percentage of instruction is to add up the total minutes of math instruction possible.

The regular classroom teacher instructs the student in math for 90 minutes a day (90 min x 5 days = 450 min per week).

The AIG teacher provides 45 minutes of math instruction outside of the classroom 3 times per week (135 min per week).

The total math instruction provided per week is 450 minutes + 135 minutes = 585 minutes.

The regular classroom teacher calculates 450 minutes (her instructional minutes) divided by 585 minutes (total instructional minutes possible) and determines her percentage was 77%. ($450/585 = .77$) She enters 77% in the **Your % of Instruction** column.

The AIG teacher calculates 135 minutes (his instructional minutes) divided by 585 minutes (total instructional minutes possible) and determines his percentage was 23%. ($135/585 = .23$) He enters 23% in the **Your % of Instruction** column.

Together the teachers claimed 100% instructional responsibility for the student

77% (regular classroom teacher) + 23% (AIG teacher) = 100%.

*Also applies to EC, ESL and other support teachers

Multiple Specialists Providing Push-in & Pull-out Services Plus Regular Classroom Instruction

A student receives 60 minutes of math instruction from the regular classroom teacher daily. His ESL teacher provides push-in services during math 3 times per week. In addition, the student receives one hour once a week of AIG math instruction.

Process: The first step in calculating the percentage of instruction is to add up the total minutes of math instruction possible.

The regular classroom teacher instructs the student in math for 60 minutes a day (60 min x 5 days = 300 min per week).

The ESL teacher provides math instructional support 3 days per week, but it is during the classroom period, not additional math time, so no additional minutes are added in this total instruction calculation.

The AIG teacher provides 60 minutes of math instruction outside of the classroom 1 time per week (60 min per week).

Therefore, the student is provided 300 minutes per week (in the classroom by the regular classroom teacher and the ESL teacher) + 60 minutes a week (outside of the classroom from the AIG teacher) for a total of 360 minutes per week of math instruction.

To complete the percentage for the regular classroom teacher

- The regular classroom teacher provides math instruction alone for 2 days per week (2 days per week x 60 minutes per class = 120 minutes of instruction provided alone)
- She shares responsibility for instruction with the ESL teacher 3 days of the week so she claims 50% for those 3 days of instruction (3 days per week x 60 minutes per class = 180 minutes. 180 minutes/2 (each teacher at 50%) = 90 minutes)
- The regular classroom teacher adds up the minutes of instruction she will claim and divides by the total minutes of instruction the student receives per week (360 minutes):
 - 120 minutes + 90 minutes = 210 minutes of instruction claimed by the classroom teacher
 - 210 minutes claimed by the regular classroom teacher divided by 360 minutes of math instruction possible for the student per week = .58.
 - She enters 58% in the **Your % of Instruction** column for the student.

To complete the percentage for the ESL teacher

- The ESL teacher provides instructional support to the student in the regular classroom setting 3 days a week for a total of 180 minutes per week.
- She shares responsibility for instruction with the regular classroom teacher on these days so she will claim 50% responsibility for that time (3 days x 60 minutes = 180 minutes. 180/2 = 90 minutes.
- The ESL teacher takes the minutes she will claim and divides by the total minutes of instruction the student receives per week (90 minutes claimed by the ESL teacher divided by 360 minutes of math instruction possible for the student per week = .25.
- She enters 25% in the **Your % of Instruction** column for the student.

To complete the percentage for the AIG teacher

- The AIG teacher provides instructional support to the student 1 day a week for a total of 60 minutes per week.
- He takes the minutes he will claim and divides by the total minutes of instruction the student receives per week (60 minutes claimed by the AIG teacher divided by 360 minutes of math instruction possible for the student per week = .17.
- He enters 17% in the **Your % of Instruction** column for the student.

The % of instructional responsibility for the student's math instruction claimed by the three teachers totaled 100% (Classroom = 58%; ESL = 25%; AIG = 17%).

Calculations for Approved Extended Teacher Absences

Below are the guidelines for LEA use when a teacher has a large number of approved teacher absences. The extended teacher absences should be reflected in the Roster Verification calculations when the absences reach:

- 20 or more consecutive days in a year-long calendar
- 10 or more consecutive days in a semester block schedule
- 37 or more non-consecutive days in a year-long calendar
- 19 or more non-consecutive days in a semester block schedule

Scenario 1: Approved Extended Absences – teacher and substitute

A teacher teaches a 60 minute language arts class in a middle school. She was away for 25 days during the year on approved family leave.

Process: The first step in calculating the percentage of instruction to attribute to each teacher is to add up the total minutes of ELA instruction possible for the student. In this example, the student does not receive additional ELA instruction outside of the regular classroom 60 minute period. (185 days of instruction x 60 minutes of ELA = 11,100 minutes of ELA instruction possible).

Next the teacher determines how many minutes someone else provided the instruction to the students in her absence. In this example, the teacher was gone for 25 consecutive days and each class period was 60 minutes. (60 minute period x 25 days = 1,500 minutes). Someone else provided instruction to the students for 1,500 minutes.

The teacher then subtracts the minutes someone else provided the instruction to her students from the possible instructional minutes to determine how many minutes she provided instruction (11,100 possible minutes of instruction – 1500 minutes someone else provided the instruction= 9,600 minutes the teacher claims for instruction).

The teacher divides the minutes she provided instruction by the total possible instructional minutes to get the percent of instruction (9,600 minutes claimed by the teacher divided by 11,100 possible minutes of instruction for the year = .86).

The teacher enters 86% in the **Your % of Instruction** column.

Since Roster Verification is not applicable to substitutes, the teacher will be the only teacher claiming instructional responsibility, and some students will be underclaimed (less than 100% instructional responsibility). In situations such as these, it is acceptable for students to be claimed for less than 100%.

Scenario 2: Approved Extended Absences when multiple teachers share instructional responsibility

A fifth grade student receives 60 minutes of math instruction per day in the regular classroom. The student's teacher was away on family leave for five weeks. He also receives additional math academic vocabulary support from the ESL teacher two days per week for 30 minutes in the ESL room. This support started November 1. The student began receiving EC services for 30 minutes a day in math on January 9th.

Process: The first step in calculating the percentage of instruction to attribute to each teacher is to add up the total minutes of math instruction possible for the student.

Classroom: 185 days of instruction x 60 minutes of math = 11,100 minutes of instruction possible.

The teacher now adds the additional math support the student received from the ESL teacher. The student started receiving services from the ESL teacher on November 1. (60 minutes per week x 26 weeks = 1,560 minutes of additional support provided by the ESL teacher).

The teacher now adds the additional math support provided by the EC teacher beginning in January (30 minutes per day x 5 days per week = 150 minutes per week. 150 minutes per week x 20 weeks remaining in school year) = 3,000 minutes of additional math instruction from the EC teacher.

Math teacher	9,600 minutes
ESL teacher	1,560 minutes
EC teacher	3,000 minutes
Substitute(s)	1,500 minutes (When the teacher was away on family leave)
15,560 total minutes of math instruction provided	

To complete the percentage for the regular classroom teacher

The teacher adds up the total number of minutes when she was out for an extended period and someone else provided math instruction to the student. (60 minutes x 25 days = 1,500 minutes)

The teacher then subtracts the time someone else (substitute(s) provided the instruction to her students from the total minutes of math instruction possible.

11,100 (instructional minutes possible) – 1,500 (minutes provided by someone else due to her absence) = 9,600 minutes (minutes attributed to the teacher).

The regular classroom teacher divides her minutes of instruction by the total number of minutes the student could have received math instruction to arrive at her % of Instruction (9,600 minutes of instruction/15,560 minutes of instruction possible = .62).

She enters 62% in **Your % of Instruction**.

To complete the percentage for the ESL teacher

The ESL teacher divides her minutes of instruction by the total number of minutes the student could have received math instruction (1,560 minutes of instruction/15,560 minutes of instruction possible = .10).

She enters 10% in **Your % of Instruction**.

To complete the percentage for the EC teacher

The EC teacher divides her minutes of instruction by the total number of minutes the student could have received math instruction (3,000 minutes of instruction/15,560 minutes of possible instruction = .19).

She enters 19% in **Your % of Instruction**.

The total claimed by the three teachers was 91%. This is less than 100% due to the instruction provided by the substitute(s) during the classroom teacher's extended absence.

Substitutes do not participate in Roster Verification and therefore the remaining 9% of instructional responsibility goes unclaimed.